

ANDREWS ELEMENTARY

13072 County Line Road
Andrews, South Carolina 29510

GRADES PK-5 Elementary School

ENROLLMENT 820 Students

PRINCIPAL Loretta Burbage 843-264-3419

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	51	12	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

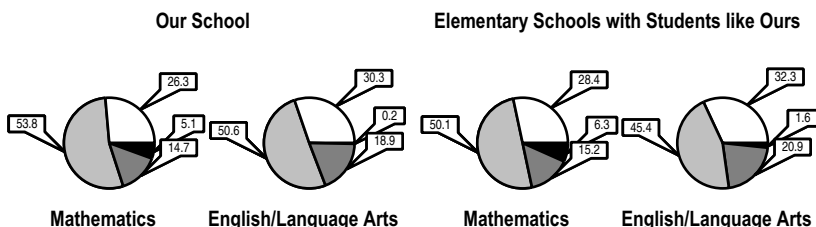
FOR MORE INFORMATION, VISIT WEBSITES AT:




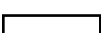
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	66	126	97
Percent satisfied with learning environment	78.8%	89.3%	90.5%
Percent satisfied with social and physical environment	86.2%	88.9%	83.9%
Percent satisfied with home-school relations	56.3%	82.5%	90.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	465	99.6	30.3	50.6	18.9	0.2	19.1	17.6
Gender								
Male	231	99.1	32.2	50.2	17.5	N/A	17.5	17.6
Female	234	100.0	28.4	50.9	20.2	0.5	20.6	17.6
Racial/Ethnic Group								
White	217	99.5	17.4	54.7	27.9	N/A	27.9	17.6
African-American	241	99.6	41.8	46.7	11.1	0.4	11.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	406	99.5	27.6	50.9	21.1	0.3	21.4	17.6
Disabled	59	100.0	46.7	48.3	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	465	99.6	30.3	50.6	18.9	0.2	19.1	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	461	99.6	30.0	50.7	19.0	0.2	19.2	17.6
Socio-Economic Status								
Subsidized meals	362	99.4	32.9	52.1	15.0	N/A	15.0	17.6
Full-pay meals	103	100.0	21.1	45.3	32.6	1.1	33.7	17.6

Mathematics								
All students	465	99.8	26.3	53.8	14.7	5.1	19.8	15.5
Gender								
Male	231	99.6	27.5	54.5	13.3	4.7	18.0	15.5
Female	234	100.0	25.2	53.2	16.1	5.5	21.6	15.5
Racial/Ethnic Group								
White	217	100.0	13.4	57.4	20.3	8.9	29.2	15.5
African-American	241	99.6	37.9	50.9	9.4	1.8	11.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	406	100.0	22.5	55.0	16.5	6.0	22.5	15.5
Disabled	59	98.3	50.0	46.7	3.3	N/A	3.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	465	99.8	26.3	53.8	14.7	5.1	19.8	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	461	99.8	26.2	54.1	14.5	5.2	19.7	15.5
Socio-Economic Status								
Subsidized meals	362	100.0	29.0	54.8	12.3	3.9	16.2	15.5
Full-pay meals	103	99.0	16.8	50.5	23.2	9.5	32.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	142	N/A	31.9	45.4	22.0	0.7	22.7
	Grade 4	137	N/A	35.0	49.6	15.3	N/A	15.3
	Grade 5	176	N/A	42.0	48.9	9.2	N/A	9.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	173	100.0	23.8	45.7	29.9	0.6	30.5
	Grade 4	153	99.3	24.8	58.9	16.3	N/A	16.3
	Grade 5	139	99.3	45.2	47.6	7.3	N/A	7.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	142	N/A	39.0	46.8	12.1	2.1	14.2
	Grade 4	137	N/A	44.5	40.9	9.5	5.1	14.6
	Grade 5	176	N/A	48.3	37.9	9.2	4.6	13.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	173	99.4	26.2	53.0	14.6	6.1	20.7
	Grade 4	153	100.0	20.6	56.0	17.0	6.4	23.4
	Grade 5	139	100.0	33.1	52.4	12.1	2.4	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 820)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 6.9%	3.4%	2.4%
Attendance rate	94.5%	Down from 95.5%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.9%	Up from 11.4%	9.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	Up from 5.0%	9.7%	8.0%
Older than usual for grade	2.8%	Down from 3.4%	2.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 66)				
Teachers with advanced degrees	53.0%	Up from 46.4%	43.2%	50.0%
Continuing contract teachers	89.4%	Up from 84.1%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.7%	Up from 86.0%	84.9%	86.2%
Teacher attendance rate	95.0%	Up from 93.7%	94.9%	95.3%
Average teacher salary	\$41,526	Up 5.8%	\$39,347	\$39,909
Prof. development days/teacher	7.8 days	Down from 12.4 days	12.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	15.1 to 1	Down from 15.6 to 1	18.5 to 1	18.9 to 1
Prime instructional time	87.8%	Up from 87.2%	89.5%	89.7%
Dollars spent per pupil*	\$10,558	Up 76.5%	\$6,067	\$5,892
Percent spent on teacher salaries*	65.0%	No change	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Andrews Elementary School began the 2002-2003 school year with a strong emphasis on reading and writing being integrated into all courses and dedicating time specifically for those skills throughout the day. Another skill that continues to gain importance at AES is the area of technology use by teachers and students. Combining the reading and writing with research on the web has gone far in developing the academic skills of our students.

Use of money from the South Carolina READS grant has dramatically increased classroom libraries and has made books available, accessible and in high demand by the students. Students enjoy the vast range of book levels and will read more when given the materials and time. The Accelerated Reader program spurred students to want to read to earn as many points as possible in order to receive AR store "bucks", treats and special recognition. Library circulation of these books continues to grow and surpass previous years.

A family literacy program that is also part of the SC READS grant is affecting numerous families in positive ways. We hope this program will improve future students' preparedness for school by increasing parental understanding of child growth and development and advancing a literacy environment at home.

Andrews Elementary will focus on building on the advancements made in these areas as we look to the next school year.

Woody Monahan
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.